

## NGP Hot Topics

### Educator Development Suite (EDS) Updated October 30

The 17.0 update of EDS includes several requested features:

- Instead of scrolling through a complete list of teachers, principals now have access to a new *Profile Search* feature to locate an individual teacher. This search is used to locate several other requested features. A teacher's *Professional Profile* displays a teacher's submitted information on one screen and includes the *Effectiveness Data* tab. This tab provides access to a teacher's completed evidences (Self Reflection, Observations, Student Growth Goals, Student Voice, and MSGP) in one location. The Professional Growth Plan will not be accessible from this tab. To view data for each completed source of evidence, the principal clicks on the associated link.
- The *Effectiveness Data* tab is available to both a principal and teacher. Use the *Year Drop-Down Selector* at the top of the *Profile* to access data from previous years. SGGs are only viewable via the *Effectiveness Data* tab.
- Professional Growth Plans (PGP) also received updates based on feedback from districts. The district and school views of progress of the PGP more closely reflect the other sources of evidence. Also, evaluators who approve or request revisions can do so while viewing it, rather than having to exit the plan.

#### KDE Quick Links:

[Equity webpage](#)  
[Title II webpage](#)  
[Professional Learning webpage](#)  
[Teacher Leadership webpage](#)  
[PGES webpages](#)  
[EDS webpage](#)  
[@KyPGES](#)  
[@KyDeptofEd](#)  
[KDE Facebook page](#)

## Teacher's Corner

### Getting the most out of student voice

*by Joseph Harris, hybrid teacher leader on special assignment*

Educators who amplify Student Voice experience deeper levels of engagement because they make their classrooms a place where all students can count on their feedback and ideas making a difference. By leveraging student voice, teachers foster a classroom atmosphere in which deep conversations about learning occur with students. Teachers promote growth mindsets in students, which encourages them to own their learning.

The publication, [Motivation, Engagement, and Student Voice](#), suggests that, “the movement to raise standards may fail if teachers are not supported to understand the connections among motivation, engagement, and student voice.” While this is true, student voice remains an area of untapped potential for many educators.

To read the rest of *Getting the most out of student voice*, click [here](#).



### Becoming literate in assessment literacy by Brandy Beasley

The term “assessment literacy” is becoming common in the world of education. We hear it, read about it, and may even talk about it. However, I think it is safe to say that some educators still aren’t confident enough with the term to join in the conversation.

Though the term can be defined by its parts, “assessment literacy” represents a shift in how we think about testing and embodies the multiple elements teachers use to diagnose problems and address the skill deficits in our students.

Just like a reader becomes literate when he or she uses the right skills to attack text in a particular context, assessment literacy requires teachers to know what types of assessments should be used to produce the desired results. Assessment literacy is really just using the appropriate assessment tools, resources, and data to reach an achievement goal.

Follow this [link](#) to read the rest of *Becoming literate in assessment literacy*.

### PGES Student Voice update:

The second edition of the *Student Voice Implementation Guide* is now available and can be found on the [PGES Student Voice](#) webpage. Updates include additional detailed information on Infinite Campus procedures. The communication plan can be downloaded and printed as a hard copy or used online. Sections are hyperlinked and written in categories for easy reference; they are partitioned to communicate with specific groups. To access the Implementation Guide, click [here](#).

- Teachers** should review the student questions (Aligned to the *Framework for Teaching*) and clarify words and question content with students prior to the survey.

**Districts using Infinite Campus for survey administration may do so from January 4 through March 4, 2016.** There will be two reporting periods during this time:

January 4 through February 5 (surveys must be ended by 2/5)

February 8 through March 4 (survey must be ended by 3/4)

**Districts utilizing paper/pencil or other manual methods may schedule the surveys based on the timeline established in the district Certified Evaluation Plan (CEP) to allow the data to be used in the summative evaluation process.**

For more information contact [joyce.richards@education.ky.gov](mailto:joyce.richards@education.ky.gov)

**OPGES Student Voice Surveys administered via paper/pencil**

#### Student Voice Survey – OPGES variations:

Validation of specialized survey questions for library, counselor and speech is currently underway. Once validated, OPGES survey questions will be made available to all districts in December.

Student Voice questions for library media specialists, counselors, and speech therapists will be administered via paper/pencil or other mode. Guidance in the administration for other professional student voice survey variations are included in the [Student Voice Implementation Guide](#).

### Instructional connections to the Kentucky Framework for Teaching for teachers of the deaf and hard of hearing (DHH)

Supported by KDE, a task group of teachers of the deaf and hard of hearing was formed to develop resources to be used with the Kentucky Framework for Teaching (KFfT). The purpose was to understand the roles of DHH teachers and how the components of the framework apply to their teaching. The [Instruction Connections for Teachers of the Deaf and Hard of Hearing](#) illustrates how each domain relates to DHH teachers through examples of observables, performance indicators and artifacts. Guiding questions are provided so the teacher and administrator can have meaningful discussions about the complex role of DHH teachers. Currently, only resources for domains 2 and 3 are available. However, as the other domains are completed, they will be added to this published document. Keep in mind that this is a tool to use along with the KFfT.

For questions or to request professional learning on the application of KFfT to DHH teachers, please contact Heidi Givens at [heidi.givens@daviess.kyschools.us](mailto:heidi.givens@daviess.kyschools.us).

### OPGES online sessions

Join educators and administrators for PGES SKYPE sessions. Online trainings are available every 6 weeks for just-in-time support for sources of evidence being completed in districts with a focus on Other Professionals. Registration for upcoming sessions and topics can be accessed [here](#). Previously recorded sessions and presentation PowerPoints, can be accessed on the [PGES webpage](#).